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ABSTRACT

This publication outlines the framework of the social studies curriculum K-6 and provides a continuum for the knowledge and skills of the social sciences. It is designed to assist teachers, supervisors, and administrators in the improvement of social studies teaching and learning. The following information is provided for each grade level: concept, competency, and sample learner outcomes. Major concepts for each grade level include physical environment, and social/psychological environment. One section briefly discusses skills. (Author/RM)

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SOCIAL STUDIES FOR CHILDREN

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"I know no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion by education."

Thomas Jefferson, 1820

FOREWORD

The Educational Goals for West Virginia states that each individual shall

1) acquire knowledge and understanding of society's social, economic, and political systems, and shall acquire an understanding of personal relationship to them;

2) acquire the knowledge, habits, and attitudes of a responsible citizen;

3) acquire the skills, understanding, and appreciation necessary for relating to and working with other people: and

4) develop an understanding of and appreciation for people from other social, cultural, ethnic, and national groups both past and present.

Social Studies for Children is the first of several documents which will give greater specificity to these goals. By defining the knowledge and skills of the elementary social studies program through competency and learner outcome statements, the answer to the fundamental query of "What should I teach?" is outlined. This document combined with the instructional and administrative talents of local educational professionals provides the curricular and instructional basis for developing young citizens who are knowledgeable, responsible, and involved.

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RATIONALE

Teaching children about their world and man's relationship and brotherhood with this complex planet and its inhabitants is a valuable and necessary gift to give to our children. Teaching children to question; to think analytically; to make decisions methodically; and to cope with change, diversity, and conflict are not extras but essentials for living in today's increasingly complex world. At a time when the "basics" are in focus, it is important not to lose touch with the importance of social studies education for children. For what is more basic than giving students the knowledge and skills to function in, care for, and nurture our democratic nation? What is more basic than teaching a child about his personal power to impact change in this country and the world? What is more basic than teaching a child to value justice, equality, and fair play? What then is more basic than social studies?

PURPOSE

Social Studies for Children provides a basis for improving social studies instruction for elementary children in West Virginia. It outlines the framework of the social studies curriculum K-6 and provides a continuum for the knowledge and skills of the social sciences. It is not meant to indicate minimal or maximal levels of achievement for children at a particular grade level. Rather, it outlines a path with many steps by which children may reach a broad level of competence in dealing with the many aspects of past, present, and future environments. By combining their unique teaching abilities with the instructional materials and the community resources at hand, teachers can transform these competency statements into active, inventive instruction tailored to meet the particular needs and wants of their students.

POINT OF VIEW

Social Studies for Children inculcates the point of view that schooling is meant to prepare the learner for life; a life which is satisfying and which contributes to the good of society as a whole. To achieve this, classroom learning experiences must be conducted in or closely simulate real life activities and situations. This may mean involving students in interviewing businessmen; surveying neighbors; visiting the police station, fire department, and grocery store; or conducting a mock election and city council meeting. It also means supplementing traditional classroom materials with newspapers, magazines, government reports and publications, advertisements, and television and radio programs. Furthermore, it means that the classroom itself must mirror the principles of democracy and must develop on the part of the learner feelings of self-worth and the ability to relate to other individuals and groups with understanding, empathy, and respect.

USAGE

Social Studies for Children is designed to assist teachers, supervisors, and administrators in the improvement of social studies teaching and learning. It represents the framework for the social studies curriculum which should be mastered by the K-6 students of West Virginia. Therefore, the document can be used as a foundation for local curriculum development, textbook selection, supplementary materials selection, program evaluation, inservice education, and learner assessment. Hopefully, with the use of the document combined with the leadership exhibited in West Virginia schools, the teaching and learning of social studies will continue to improve and be a joyful experience for children.

STRUCTURE

As children grow, interaction with their environment becomes more complicated and requires increasingly complex skills and knowledge. To function effectively as citizens and to lead more personally satisfying lives, children need to have a content background that increases understanding of their world and a skill background that enables them to interact with that world and change things that are ineffective or unjust. For organizational purposes, Social Studies for Children divides the content and skills into distinct categories and sequences them from simple concrete experiences at kindergarten to more complex abstractions at sixth grade. The content categories are divided into competencies for the physical, economic, political, cultural, and social/psychological environments in which children function. Likewise, the skill areas are divided into information acquisition, information processing, and self-management. Dividing the document in this way is not meant to indicate that the concepts and competencies from the categories are to be taught in isolation; rather, many should be taught in harmony. Effective lessons, like life experiences, draw upon several content areas and skills at once. It is left to the creative discretion and professional opinion of the teacher as to how these should best be organized to fit into the instructional plan and to meet the needs of all children.

SOCIAL STUDIES CONTENT

PHYSICAL ENVIRONMENT - Particularly in an age when the survival of many aspects of nature is at stake, the study of the physical environment is important. This study begins in kindergarten with the simple directional and locational skills and progresses to an understanding of the natural phenomenon and earth shaping forces which have impact upon this planet. It stresses the increasing interdependence of nations throughout the world and the importance of protecting the environment and maximizing the use of its vulnerable resources.

POLITICAL ENVIRONMENT - In elementary school, it is important that the learner begin to develop an understanding for the American system of government. Beginning at kindergarten, the child studies rules and the importance they have in giving order and safety to our lives. In later grades, laws, lawmaking, and law enforcement are examined. Children also explore why the political structure exists, some fundamentals of how it works, and how it can be changed. With this background, children gain greater respect for our system of government and are challenged to make it more responsive to all.

CULTURAL ENVIRONMENT - It is necessary as this planet shrinks that Americans understand and appreciate how people live in other parts of our country and in other parts of the world. Given the economic, political, and physical interdependence of nations, it is necessary that children not only understand the values, beliefs, and social structure of their own culture but how these elements interrelate with those of other cultures. Such understanding may assure that as our political, economic, and social paths cross with others, that the consequences may be positive and beneficial to all.

ECONOMIC ENVIRONMENT - The economic concepts begin in kindergarten with simple examination of needs and wants to more sophisticated exmination of the concepts of global economic interdependence and the free enterprise system at sixth grade. Justification for providing sequential experiences in economic education for the elementary child stems from the increasing necessity to know how to act wisely as both a consumer and a producer. Children should be given experiences that allow them to think through economic problems, to reach logical conclusions and to be aware of the costs and benefits involved in economic decision making. Our political and economic systems are so closely tied that functioning ineffectively in one may lead to the demise of the other.

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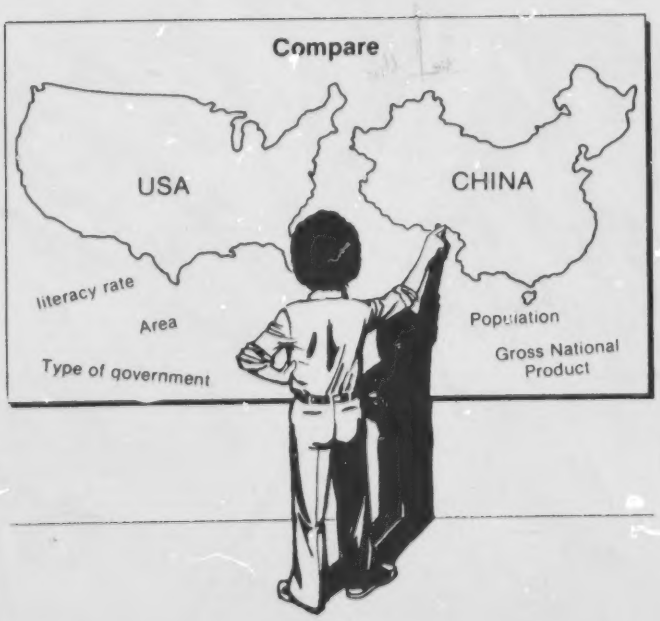
SOCIAL/PSYCHOLOGICAL ENVIRONMENT - Each of us is surrounded by human behavior. What we are is very much a product of our past and the reactions and behaviors of others. Social Studies for Children begins content development in this area by helping the learner to develop a positive feeling toward himself/herself. Also explored are the learner's relationship and responsibility to various groups (family, school, play) and in turn the responsibility of other group members to him/her. Various social institutions, customs, and values are explored so that the child might better understand not only himself/herself but the behavior of others.

SOCIAL STUDIES SKILLS

INFORMATION ACQUISITION - In order to function in a world characterized by rapid change and increasing complexity, children must be prepared for a lifetime of learning. A free society committed to the principles of democratic stewardship has a special obligation to equip its young children with tools for self-renewal and lifelong learning. Learners should be guided to use their senses to acquire information about the immediately observable environment, to ask questions including simple queries and the use of complex survey instruments, and to use prepared sources such as maps, globes, graphs, tables, pictures, essays, case studies, reference books, and audiovisual materials.



INFORMATION PROCESSING - In addition to knowing how to extract information from a wide variety of sources, children must also be able to think effectively about information in order to serve some productive end. It is thinking that allows children to move toward purposeful understanding and to direct their activity toward conscious objectives. Thinking, particularly creative thinking, enriches things with meaning. The ability to process information, allows individuals to transform a situation marked by confusion, doubt, and conflict into one that is coherent and rational. Information processing includes comparing, classifying, conceptualizing, inferring, hypothesizing, imagining, and evaluating.

SELF-MANAGEMENT - The self-management skills are ones that foster good citizenship and help people relate to others effectively and cope with existing social conditions. They are decidely affective since they are related to attitudes, to emotional orientation, and to the ways that people interact with one another. They are aimed at developing a child who can sense the needs of others, respects the rights of others, and accepts others on their own terms. Also, they attempt to develop a child who can deal constructively with the inevitable social condition of change and conflict. The self-management skills are increasing empathy, decreasing ethnocentrism, decreasing egocentrism, decreasing stereotypic perceptions, coping with change, and coping with conflict.

kindergarten

CONCEPT	COMPETENCY	SAMPLE LEARNER OUTCOMES
PHYSICAL ENVIRONMENT		
Location	1. The learner will describe the location of various objects and places.	1.1 Given two objects, the learner will describe the relative position of one to the other (i.e., the wastecan is under the table, on the table, beside the table). 1.2 Given oral directions, the learner will place an object (ball, eraser) where instructed ("In front of your desk").
Physical Features	2. The learner will recognize familiar features in the environment.	2.1 Given a series of pictures (forest, highway, mountain, river, skyline, etc.), the learner will identify these by name. 2.2 Given a series of pictures (forest, highway, mountain, river, skyline), the learner will identify these by characteristics.
POLITICAL ENVIRONMENT		
Rules	1. The learner will explain why rules are important.	1.1 After having talked with various school personnel (school patrol, principal, etc.), the learner will identify rules that should be followed at school. 1.2 After having identified several school rules, the learner will explain what may happen if one fails to follow the rule ("If I run in the hall, I may fall and hurt myself").
	2. The learner will explain why rules differ according to the setting.	2.1 After having identified some school rules, the learner will compare those to rules that apply outside the school and on the bus.

kindergarten

Concept	Competency	Sample Learner Outcomes
		2.2 After having identified rules that are appropriate inside the school, outside the school, and on the bus, the learner will explain why the situation may determine the rules.
CULTURAL ENVIRONMENT		
Needs/ Responsibilites	1. The learner will explain ways group membership meets needs of people.	1.1 Having discussed needs, the learner will state responsibilities of each member of the family in meeting needs of others.
		1.2 Having discussed family responsibilities, the learner will hypothesize how each responsibility is met when a member is unable to fulfill a role (example, when one parent is absent).
ECONOMIC ENVIRONMENT		
Needs/Wants	1. The learner will identify some needs and wants.	1.1 In a pretend situation, the learner will list all the things he/she would want if given a magic wish.
		1.2 In a pretend situation, the learner will list five things most needed if shipwrecked on a deserted isle.
Scarcity	2. The learner will recognize that some items are more scarce than others.	2.1 Using classroom items as an example, the learner will select three items that "we have plenty of" and three items that "we need more of."
		2.2 Given catalogs or other picture sources, the learner will choose items from the home environment that "my family needs more of" and "my family has plenty of."

kindergarten

Concept	Competency	Sample Learner Outcomes
Choice	3. The learner will decide how to satisfy a need or want by making a choice.	3.1 Given examples of several items (pictures of toys, pets, foods, etc.), the learner will choose items needed or wanted the most. 3.2 In a pretend situation, the learner will select "a gift for Mommy" and "a gift for Daddy" from sample items and tell why the particular selection was made.
SOCIAL/ PSYCHOLOGICAL ENVIRONMENT		
Personal Attributions	1. The learner will identify human physical attributes in a positive way.	1.1 Given recording devices, (facial silhouette, traced outline of body, photo), the learner will recognize self. 1.2 Given individual and/or group time, the learner will report full name, age, and address. 1.3 Given comparative concepts (tall taller, small, smaller, etc.), the learner will identify when he/she is tall, small, etc. 1.4 Having traced a personal outline on paper, the learner will verbalize positive things about physical appearance.

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kindergarten

Concept	Competency	Sample Learner Outcomes
INFORMATION ACQUISITION		
Observation	1. The learner will demonstrate the ability to use direct observation to acquire information.	1.1 Given a series of real objects (i.e., fruit, items with different texture, etc.), the learner will describe the objects in terms of the information gathered through use of the various senses (i.e., sight, smell, taste, touch, hearing).
Using Questions	2. The learner will demonstrate the ability to use questioning techniques as a means of acquiring information.	2.1 Given a situation about which specific information is needed (questions about field trip to farm, firestation, etc.), the learner will devise questions to obtain that information.
INFORMATION PROCESSING		
Comparing	1. The learner will demonstrate the ability to make comparisons.	1.1 Given similar situations or objects (two pets, two houses, two objects), the learner will compare their attributes. 1.2 Given a specific situation (pictures of themselves from infancy to present), the learner will note changes over time.
Classifying	2. The learner will demonstrate the ability to classify information according to selected criteria.	2.1 Given several different articles from four color categories, the learner will group the articles based on color. 2.2 Given a set of objects (blocks of different sizes, etc.), the learner will arrange the items along a continuum from smallest to largest.

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kindergarten

Concept	Competency	Sample Learner Outcomes
Conceptualizing	3. The learner will demonstrate a growing capacity to think conceptually.	3.1 After having studied a concept (roundness, softness, flatness), the learner will identify other objects that fit this concept.
Inferring	4. The learner will demonstrate the ability to draw inferences from given information.	4.1 Using pictures of children in different situations (crying child next to overturned bicycle), the learner will state what may have happened before or may happen after.
		4.2 Given various statements (Dad said, "Oh my, I better put chains on the car."), the learner will infer what event may have preceded the statement.
Imagining	5. The learner will demonstrate a growing capacity to use his/her imagination.	5.1 Given a specific situation (being able to fly, being invisible), the learner will describe what he/she might do or feel.
SELF-MANAGEMENT		
Egocentrism (Physical Perspective)	1. The learner will demonstrate decreasing egocentric perceptions of the world.	1.1 Given several examples, "How does a person carrying an umbrella look to a bird?" or "How does a chair look to a mouse?" the learner will compare his/her view to the one in the example.
		1.2 Given the opportunity to explore the room while blindfolded, the learner will explain what going to school would be like for a blind child.
Empathy	2. The learner will demonstrate the ability to empathize with individuals and situations.	2.1 Having been read or having watched a story involving an emotional situation, the learner will describe the feelings which may have been experienced by the participant.

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kindergarten

Concept	Competency	Sample Learner Outcomes
		2.2 Having been read or having watched a story involving an emotional situation, the learner will describe why the individual might have thought, felt, or acted in a particular way.
Conflict	3. The learner will deal with conflict in a constructive manner.	3.1 In discussing a conflict which has occurred in the classroom (use of toys or classroom materials), the learner will suggest various ways that the conflict may be settled.
		3.2 After discussing the alternative ways of settling a dispute, the learner will suggest the possible advantages and disadvantages of each way.

first grade

CONCEPT	COMPETENCY	SAMPLE LEARNER OUTCOMES
PHYSICAL ENVIRONMENT		
Location	1. The learner will use an organized system for locating various objects or places.	1.1 After having hidden an object in the classroom, the learner will give a series of directions from a fixed point that will enable a classmate to find the object. 1.2 Given a simple map of the classroom, the learner will correctly color in various classroom objects (teacher's desk - red, my desk - blue).
Models	2. The learner will recognize simple models which represent physical reality.	2.1 Given some examples of familiar objects and places, the learner will develop symbols which are representative of these (i.e., church, sun). 2.2 Given a globe, the learner will recognize it as a model of the earth. 2.3 Given some representational symbols or models (match boxes, blocks, wood), the learner will construct a simple model of his school neighborhood (classroom, home, etc.). 2.4 Given a simple model (map or globe), the learner will distinguish various features by their symbols (blue - water, etc.).
Directions	3. The learner will differentiate a simple direction.	3.1 As the teacher calls left, right, up, down, the learner will point or hop in the correct direction. 3.2 While standing in the classroom, the learner will describe to a classmate how to get to another location in the school.

first grade

Concept	Competency	Sample Learner Outcomes
Change	4. The learner will describe recurring changes in the physical environment.	4.1 Using pictures of the same place taken at different times of the year, the learner will describe the changes that have occurred. 4.2 Given a series of examples and non examples (bird migration, hibernation, annual flowers), the learner will identify those that exemplify recurring change.
POLITICAL ENVIRONMENT		
Rules	1. The learner will explain that rules vary according to situation.	1.1 Given a particular situation (riding in a car, riding a bicycle, walking to school, visiting my neighbor), the learner will give a rule that applies to each situation. 1.2 After having discussed school rules that are new this year, the learner will compare these to the ones he/she followed the previous year. 1.3 Given examples of rules, the learner will discuss situations (in another time, country, or life style) when the rule would not apply.
CULTURAL ENVIRONMENT		
Group Membership	1. The learner will explain ways that membership meets needs of people.	1.1 Given a list of classroom chores, the learner will identify those individuals (including himself/herself) responsible for each. 1.2 Having discussed activities that occur in the classroom, the learner will identify (a) how the teacher meets needs, (b) how the learner meets others' needs, and (c) how others meet the learner's needs.

first grade

Concept	Competency	Sample Learner Outcomes
		1.3 Given a series of tasks, the learner will categorize them as to best done alone and best done in a group.
		1.4 Given two types of families (farm family, city family, pioneer family, and own family), the learner will compare their roles and responsibilities.
Culture	2. The learner will discuss similarities and differences of needs in people and other species.	2.1 During a discussion of needs, the learner will list needs found in people and in other species.
		2.2 During a discussion of needs, the learner will list needs of man that are not found in other species.
ECONOMIC ENVIRONMENT		
Needs/Wants	1. The learner will distinguish between needs and wants.	1.1 From a collage of pictures, the learner will identify "things that I want" from "things that I need."
		1.2 In telling about a pet, the learner will give examples of things the pet needs and things the pet wants.
Resource	2. The learner will understand the concept of resource.	2.1 Given an illustrative task (playing softball, baking a cake, working in the yard), the learner will suggest items that are needed to complete that task.
		2.2 Given a pretend list of resources (red truck, water, hoses, boots, etc.), the learner will speculate as to the type of task that requires these resources.

first grade

Concept	Competency	Sample Learner Outcomes
Scarcity/ Resources	3. The learner will recognize that some resources are more plentiful than others.	3.1 Having discussed the term scarcity, the learner will identify things in the school that are scarce. 3.2 Having been assigned a particular classroom task (making a puppet, completing a picture) and having identified the resources needed to complete that task, the learner will list the resources which he/she doesn't have and must obtain.
Choice	4. The learner will recognize that choices must be made since goods and services are limited.	4.1 Having made an "I wish" collage of pictures, the learner will discuss why he/she can't have all these items. 4.2 Given classroom tasks to perform (color picture, make a puppet), the learner will explain why choices must be made concerning the supplies/ materials to be used.
Production	5. The learner will recognize production as the making of goods and services.	5.1 Given a story like "The Three Little Pigs", the learner will identify instances of production in that story. 5.2 Given a story like "The Three Little Pigs", the learner will identify the products being produced. 5.3 Having discussed the concept of production, the learner will name instances of production at home, school, or in the neighborhood.
Market	6. The learner will recognize a market as a place where money is exchanged for goods and services.	6.1 Using the nursery rhyme "To Market, To Market", the learner will discuss the purpose of market. 6.2 In oral discussion, the learner will name local markets and tell what could be purchased there.

first grade

Concept	Competency	Sample Learner Outcomes
SOCIAL/ PSYCHOLOGICAL ENVIRONMENT Family Membership	1. The learner will identify basic needs which are met in the family.	1.1 Given pictures and stories of children in different cultures or regions, the learner will list similar physical and "human" needs which are met by the family (food, shelter, clothing, care of young, mutual respect and help, family and group history, recreation).
	2. The learner will identify personal behaviors that are helpful or supportive.	2.1 During a group discussion, the learner will report phrases or activities which helped or made one feel valued. 2.2 Given examples of simple phrases or activities, the learner will identify incidents in which someone else helped or made the learner feel valued. 2.3 Given materials, the learner will draw simple pictures which illustrate incidents in which the learner helped (as above) at home and at school. 2.4 During discussion, the learner will explain attributes of a "friend".
	3. The learner will identify uniqueness as a valued attribute.	3.1 Given several attributes, the learner will identify those which apply to self (i.e., hair color, eye color, front tooth out). 3.2 Using the peer group as an example, the learner will identify another person from whom he/she is different and explain how.

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first grade

Concept	Competency	Sample Learner Outcomes
INFORMATION ACQUISITION		
Observation	1. The learner will demonstrate the ability to use direct observation to acquire information.	1.1 Given various objects to examine (fresh apple, rotten apple; flashlight that works, one that doesn't; hot drink, cool drink), the learner will state his conclusion about each and identify clues that helped in reaching that conclusion. 1.2 Given situations where specific information is needed (i.e.,Is the water hot or cold? Is the ball yellow?), the learner will select the most appropriate sense to gather that information.
Using Questions	2. The learner will demonstrate the ability to use questioning techniques as a means of acquiring information.	2.1 Given a situation about which specific information is needed (questions about people, school, community helpers), the learner will select the best individual from whom to acquire that information.
Using Prepared Sources	3. The learner will demonstrate the ability to use prepared sources as a way of acquiring information.	3.1 Given several oral questions (Which letter comes after K?, What is the correct way to make an A?, How many days in a month?), the learner will identify the appropriate prepared source to locate the answer. 3.2 Given several home related "what if you don't know" situations (If mother doesn't know how to make a cake?, What's on TV on Friday evening?, What's the latest weather report?), the learner will identify the appropriate prepared sources for finding the information.

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first grade

Concept	Competency	Sample Learner Outcomes
INFORMATION PROCESSING		
Comparing	1. The learner will demonstrate the ability to make comparisons.	1.1 Given examples such as a robin's nest and the family home, train and a wagon, the learner will explain how they are similar. 1.2 Given a specific situation (school yard in fall and school yard in winter), the learner will compare items at two different times.
Classifying	2. The learner will demonstrate the ability to classify information according to selected criteria.	2.1 Given several articles of various colors and shape, the learner will classify them according to two different variables (two-holed red buttons and four-holed buttons). 2.2 Given several information topics (funniest TV characters, strongest TV characters; pets fun to play with, pets not fun to play with), the learner will list items in each category.
Conceptualizing	3. The learner will demonstrate a growing capacity to think conceptually.	3.1 After having studied a concept (i.e., friend), the learner will break down the concept into subareas (helpful, shares, likes me).
Inferring	4. The learner will demonstrate the ability to go beyond information that is given and report the inferences that are implied.	4.1 Given pictures of things in transition (loading a moving van, forest after a fire, leaves falling from a tree), the learner will infer what might have caused the transition.

first grade

Concept	Competency	Sample Learner Outcomes
Imagining	5. The learner will demonstrate a growing capacity to use his/her imagination.	5.1 Given a situation (picture of a pet being mistreated), the learner will describe what he/she would do in the situation.
SELF-MANAGEMENT		
Egocentrism	1. The learner will demonstrate a decreasing egocentric perception of the world.	1.1 Having changed positions in relation to a fixed object (table, desk, etc.), the learner will draw the object as seen from above, below, the end, and the side. 1.2 Having imagined oneself as another being (i.e., fly on the ceiling, spider on the floor), the learner will describe the view from the other's perspective. 1.3 After having heard or seen a story about children from other settings (farm children, Eskimo children), the learner will identify things that others can do that the learner would like.
Ethnocentrism	2. The learner will demonstrate decreasing ethnocentric perceptions of the world.	2.1 Having discussed children from other areas, the learner will describe various kinds of homes, methods of transportation, recreation, etc., by those children. (City child may live in an apartment, ride a subway, or go to the park to play.)
Empathy	3. The learner will increasingly demonstrate the ability to empathize with other individuals and situations.	3.1 Given an emotional situation from a story, TV show, etc., the learner will describe how the characters may have felt. 3.2 Given an emotional situation from a story, TV show, etc., the learner will describe how he/she might have felt or acted in the same situation.

first grade

Concept	Competency	Sample Learner Outcomes
Conflict	4. The learner will develop constructive attitudes toward conflict.	4.1 Having heard a story, the learner will identify the conflict situation(s). 4.2 Having identified a favorite TV character, the learner will suggest times that the character has been in a conflict situation and how the conflict was resolved.

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second grade

Concept	Competency	Sample Learner Outcomes
PHYSICAL ENVIRONMENT		
Location	1. The learner will use directions to locate points, objects or places.	1.1 Using a simple map divided into a grid, the learner will find the location of places by using coordinates.
		1.2 Using a model of a small town or the classroom, the learner will accurately describe the location of "the place I'm thinking of" so that a classmate can easily find it ("The thing I'm thinking of on the map is east of the church and north of the drug store. What is it?")
		1.3 Given oral commands using the cardinal directions, the learner will face, point, or walk toward the direction given ("Go two steps North").
Models	2. The learner will demonstrate comprehension of simple models which represent the physical world.	2.1 Using a simple street map with a simple legend, the learner will identify points selected by the teacher using the legend.
		2.2 Using symbols to represent various objects, the learner will draw a simple map of his/her room at home.
		2.3 Given a simple map (land/water, etc.), the learner will state reasons for the use of colors.
		2.4 Using a simple scale and map, the learner will accurately calculate the distance between points.
Resources	3. The learner will recognize attributes of a resource.	3.1 Given an assigned task in the classroom, the learner will list the resources that are needed.

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second grade

Concept	Competency	Sample Learner Outcomes
		3.2 After a discussion of things produced in the community (food, furniture, boxes, steel), the learner will identify some of the materials needed to produce those things.
		3.3 Given several items, the learner will explain in what situation each might be a resource.
Physical Characteristic	4. The student will describe simple landforms.	4.1 Given examples of familiar earth features (mountain, valley, island), the learner will describe their physical characteristics.
POLITICAL ENVIRONMENT		
Rules	1. Students will identify reasons rules are needed in various situations.	1.1 Having discussed rules, the learner will suggest problem situations in the school which may need rules.
		1.2 Given problem situations in the school, the learner will state rules to fit those problem situations.
		1.3 Given several situations wherein rules are eliminated (no traffic rules, no bedtime rule, etc.), the learner will discuss the possible consequences.
Social Control	2. The learner will recognize that there are things other than rules which influence behavior.	2.1 Given a series of nonschool situations, the learner will identify examples of forms of social control (rules, mottos, pledges, customs, social courtesies) other than laws.

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Concept	Competency	Sample Learner Outcomes
CULTURAL ENVIRONMENT		
Culture	1. The learner will discuss differences in the nature of man from other species that lead to creating culture.	1.1 Having assumed the role of a favorite pet or animal in a pretend situation, the learner will describe special things that he/she is able to do. 1.2 Given a series of pictures (building, educating, working, food gathering, caring for young), the learner will identify those activities that man engages in that other species do not.
Community Group	2. The learner will explain ways community group membership meets needs of people.	2.1 Given various community members, the learner will state roles/responsibilities of each. 2.2 Having discussed the responsibilities of community members, the learner will explain the consequences if the member does not fulfill the responsibility.
Social Groups	3. The learner will idenify human needs met by social groups.	3.1 Given a list of groups such as classroom, Peewee League, Brownies, and Cub Scouts, the learner will explain reasons people join groups (i.e., be with friends, learn something, compete, share, etc.).
Tools	4. The learner will compare tools used in one culture with those of another.	4.1 Given information on two cultures, the learner will construct a simple chart which compares the tools used to fulfill the same need.

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Concept	Competency	Sample Learner Outcomes
ECONOMIC ENVIRONMENT		
Needs/Wants	1. The learner will explain why needs and wants may change.	1.1 Given several example situations, the learner will identify needs and wants for each situation (at home, at play, at school, etc.).
		1.2 Given pictures taken in various environments, the learner will identify needs and wants that are appropriate and the environmental factors that indicate a particular need and want (i.e., needs in Florida are different from needs in Alaska).
		1.3 Given several examples (i.e., as a small child, as a second grader, as a grownup), the learner will discuss how needs and wants change over time.
Scarcity	2. The learner will explain how scarcity of resources affects goal attainment.	2.1 Given a timed task to complete and limited resources, the learner will describe what happens as the task is attempted.
		2.2 Given a timed task to complete and unlimited resources, the learner will describe what happens.
		2.3 Given experiences at completing a task with both limited and unlimited resources, the learner will compare the result of the two experiences.
Producer/ Consumer	3. The learner will distinguish between producers and consumers.	3.1 Having discussed the term consumer, the learner will list items that he/she has "consumed" on a given day.

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Concept	Competency	Sample Learner Outcomes
		3.2 Using the home or school environment as an example, the learner will identify goods and services which are produced in these environments.
		3.3 Using the school environment as an example, the learner will distinguish between times that he/she is a consumer and times he/she is a producer.
Resource	4. The learner will identify some natural resources.	4.1 From the list of items "things I have consumed", the learner will select two or three and speculate the natural resource used in the production of the item.
		4.2 Having discussed the definition of natural resource, the learner will identify natural resources found in or near the local community.
Goods/ Services	5. The learner will distinguish between things that are goods and things that are services.	5.1 Given pictures of workers who performs a service (repairman, nurse, teacher, etc.), the learner will identify others who perform services and tell what they do to help.
		5.2 Having talked with parents, neighbors, or relatives, the learner will identify goods that are produced locally.
		5.3 Given paper and crayons, the learner will illustrate goods or services that he/she has provided for others. (i.e., "Times I Have Helped Mother and Father", "Toys I've Given My Brother").
Money	6. The learner will identify basic monetary units.	6.1 Given a group of coins, the learner will name each.

second grade

Concept	Competency	Sample Learner Outcomes
		6.2 Given the price of an object ($1.00, $.75, $.25), the learner will predict the coins needed to total the amount.
Exchange/ Money	7. The learner will identify ways that people acquire goods and services.	7.1 Having discussed some ways "I have earned money," the learner will tell what items he/she purchased with the money.
		7.2 Given catalogs, magazines, or newspaper ads, the learner will select "things I'd like to buy Mommy, Daddy, etc."
		7.3 Having identified some toys or other items no longer wanted or needed, the learner will speculate with whom and for what the item(s) might be traded.
		7.4 Having discussed using money and trading (barter), the learner will compare the two methods of exchange.
Consumer/ Consumption	8. The learner will recognize consumption as the use of goods and services and the consumer as the user.	8.1 By observing classroom behavior, the learner will record instances of consumption in the classroom and identify the consumers in each instances.
		8.2 Using examples of personally owned items, the learner will distinguish between things that are consumed slowly (bicycle, baseball, furniture in my room) and items that are consumed quickly (balloon, candy bar, crayons, eraser on pencil).

second grade

Concept	Competency	Sample Learner Outcomes
	9. The learner will identify ways that the consumable articles may be conserved.	9.1 Having identified several articles that are consumed quickly, the learner will suggest several ways that the item may be conserved. 9.2 Having identified several items that the class uses quickly, the learner will design a poster which encourages others to conserve the item.
SOCIAL/ PSYCHOLOGICAL ENVIRONMENT Admirable Virtues	1. The learner will recognize various admirable human virtures.	1.1 Given several short stories involving various human traits, the learner will identify such traits as loyalty, bravery, compassion, selfishness, and loving. 1.2 After having heard stories involving bravery of a "young" or small person, the learner will make up a similar story which illustrates that bravery isn't based on physical strength or stature. 1.3 Having discussed various admirable virtures, the learner will state examples of when he/she has exhibited the attribute. 1.4 From a list of characteristics, the learner will choose those attributes desired in a friend. 1.5 Having made a list of attributes desired in a friend, the learner will describe a situation in which the positive traits were observed.

second grade

Concept	Competency	Sample Learner Outcomes
INFORMATION ACQUISITION		
Observation	1. The learner will demonstrate the ability to use direct observation to acquire information.	1.1 Given a series of unfamiliar objects, the learner will describe the object by use of the various senses. 1.2 Given an incident in which a series of events occur, the learner will describe the events in sequential order.
Using Questions	2. The learner will demonstrate the ability to use questioning techniques as a means of acquiring information.	2.1 Given an outside situation/individual about which specific information is needed, the learner will devise questions to obtain that information. 2.2 Given an unfamiliar object, the learner will devise questions to obtain information about the identity of the object. 2.3 Having identified some possible questions for identifying the identity of an unfamiliar object, the learner will select those that are most likely to obtain appropriate information.
Using Prepared Sources	3. The learner will demonstrate the ability to use prepared sources as a way of acquiring information.	3.1 Given a series of specific questions that require prepared sources, the learner will select the best source from which the information can be obtained (simple chart, graph, map). 3.2 Given a problem to solve and a textbook, the learner will identify how he/she can determine if the book has the appropriate information (table of contents, index, maps in the back of the book, list of illustrations, glossary).

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Concept	Competency	Sample Learner Outcomes
INFORMATION PROCESSING		
Comparing	1. The learner will demonstrate the ability to make comparisons.	1.1 Given a specific situation (two communities, two families in different communities), the learner will compare their attributes. 1.2 Given several pictures of a particular item taken over time (i.e., automobiles, airplanes, the community, clothing), the learner will compare various attributes.
Classifying	2. The learner will demonstrate the ability to classify information according to selected criteria.	2.1 Given several tools which are familiar to the student, the learner will sort and classify the tools into multiple groups. 2.2 Given a specific set of information (i.e., pictures of a situation from beginning to end, cartoon frames, etc.), the learner will arrange the pictures along a continuum from things that occurred first to last.
Conceptualizing	3. The learner will demonstrate a growing capacity to think conceptually.	3.1 Having discussed a particular concept (i.e., cooperation, needs/wants, change, conflicts), learner will distinguish examples from nonexamples. 3.2 Given information showing examples and nonexamples of a concept (wants/needs, natural resources), the learner will combine the characteristics into a definition of the concept.

second grade

Concept	Competency	Sample Learner Outcomes
Inferring	4. The learner will demonstrate the ability to go beyond information that is given and report the inferences that are implied.	4.1 Having drawn inferences from a picture as to how basic needs may be met, the learner will identify the "clues" that led him/her to make each inference. 4.2 Given pictures of various types of communities in differing locations, the learner will make inferences about how basic needs are met. 4.3 Having drawn inferences about a particular picture, the learner will verify each inference with the appropriate source.
Hypothesizing	5. The learner will demonstrate a growing capacity to develop hypotheses that are testable.	5.1 Given a statement in the form of a hypothesis (i.e., children like ice cream more than hot dogs or peas), the learner will suggest ways the hypothesis can be treated. 5.2 Having identified various ways that the hypothesis can be tested, the learner will select one way and use it to test the hypothesis (survey the class, survey the parents, etc.).
Imagining	6. The learner will demonstrate a growing capacity to use his/her imagination.	6.1 Given a hypothetical situation (i.e., life without an automobile, electricity, sunshine), the learner will imagine how life might be different in that situation.
SELF-MANAGEMENT		
Egocentrism	1. The learner will demonstrate decreasing egocentric perceptions of the world around him/her.	1.1 Given a series of pictures, the learner will describe the emotions of the people in the picture.

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Concept	Competency	Sample Learner Outcomes
		1.2 Given pictures of children from various cultures with hairstyles, dress, etc. that are unusual, the learner will describe why these items vary.
Empathy	2. The learner will demonstrate the ability to empathize with other individuals and situations.	2.1 Having watched a selected TV show, the learner will describe the various emotions of the characters in the show and why they might have felt that way.
		2.2 Given a problem situation in the classroom, the learner will evidence a growing capacity to explain why they might think, feel, or act the same way as another, were they in the other's social and situational setting.
Change	3. The learner will demonstrate constructive attitudes toward change.	3.1 Given a series of examples and nonexamples, the learner will distinguish inevitable from natural change.
		3.2 Given a hypothetical situation ("What if you were the principal, cook, or patrol?"), the learner will propose possible changes.
		3.3 Given examples of natural change (i.e., child's teeth coming out, bird migration, growing taller), the learner will state positive aspects of the change.
Conflict	4. The learner will develop constructive attitudes toward conflict.	4.1 Having read a familiar fairy tale or another children's story, the learner will identify the instances of conflict in the story.
		4.2 In a roleplaying situation, the learner will describe various ways that a conflict may be resolved (i.e., no action, compromise, etc.).

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Concept	Competency	Sample Learner Outcomes
		4.3 In a conflict situation, the learner will describe the various positive and negative results that may occur if a particular solution is accepted. 4.4 Having discussed various kinds of conflict, the learner will suggest TV shows that illustrated nonphysical instances of conflict.

third grade

CONCEPT	COMPETENCY	SAMPLE LEARNER OUTCOMES
PHYSICAL ENVIRONMENT		
Direction/ Location	1. The learner will use various systems for locating specific points.	1.1 Using a simple political map, a compass rose and teacher directions, the learner will find specified arts by following cardinal and intermediate directions (i.e., Which state is directly northeast of West Virginia?).
		1.2 Using a simple city map, the learner will develop a coordinate system for location.
		1.3 Using a globe, the learner will identify hemispheres as demarked by the equator and prime meridian.
Models	2. The learner will interpret symbols and models which represent the physical world.	2.1 Given cutouts of the continents and blank paper, the learner will construct a map model of the earth and include the following things: names of continents, oceans, equator, prime meridian and tropics of Cancer and Capricorn.
		2.2 Given a simple physical map of the United States which includes a legend, the learner will give the altitude of selected points.
		2.3 Using simple population maps, resource maps, climate maps, etc., the learner will draw conclusions concerning existing patterns of these items.
		2.4 Given paper, pencil, crayons, etc., the learner will construct a neighborhood map which includes a legend, compass rose, and a grid system.
		2.5 Given a globe and a piece of yarn, the learner will calculate distances between various points.

third grade

Concept	Competency	Sample Learner Outcomes
		2.6 Given a globe and Mercator projection, the learner will calculate the shortest surface distance (including polar routes) between various points.
		2.7 Using a globe and Mercator projection, the learner will compare the size and shape of various places (i.e., Greenland, Antarctic) as they appear on each model.
		2.8 Having compared the size and shape of Greenland and Antarctic on a globe and map, the learner will explain the reasons for differences in apparent size and shape.
Natural Resources	3. The learner will recognize that resources are unevenly distributed.	3.1 Having discussed some natural resources of West Virginia, the learner will compare these to those of another state.
		3.2 Given a simple outline map of the United States, the learner will place representations of various physical resources at the appropriate location.
		3.3 Using a resource map, the learner will identify resources which are scarce in some areas but abundant in others.
		3.4 Given pictures of areas with differing climate and vegetation patterns, the learner will recognize the abundance or lack of a resource (i.e., temperature, rainfall, soil) which has resulted in each pattern.
		3.5 Given a list of resources (school, community, etc.), the learner will prioritize the list according to greatest availability.

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Concept	Competency	Sample Learner Outcomes
		3.6 Using the prioritized list of available resources, the learner will develop a plan for conserving items of "low availability."
Interdependence	4. The learner will explain the concept of earth interdependence.	4.1 Given a series of "what would happen if" situations, the learner will list things that might occur in various situations (What would happen if it frosted in July, if all the trees died, if West Virginia were flattened out, if it quit raining?).
		4.2 Given the results in the "what if" situation, the learner will write a story about how ways of life would change.
Environmental Change	5. The learner will explain ways people can alter environment according to needs.	5.1 Given a problem situation in the school (paper on the playground, writing on the walls) the learner will suggest ways that the problem could be collectively solved.
		5.2 Having discussed a series of ecological problems, the learner will construct a poster showing probable causes of the problem.
		5.3 Having identified a classroom need (i.e., more paints/paper, better playground equipment, longer time for music), the learner will suggest ways that the need may be met.
Earth Forces	6. The student will explain various earth shaping forces.	6.1 After looking at a series of pictures (ditches, canyons, rock formations, etc.), the learner will identify the natural forces at work in each.
		6.2 Having discussed the concept of natural forces, the learner will give examples of time when he/she experienced natural

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Concept	Competency	Sample Learner Outcomes
		forces (i.e., tide, wind, etc.)
		6.3 Having seen various pictures (a dam, a strip mining location, building construction, polluted city), the learner will describe how people can change the earth.
POLITICAL ENVIRONMENT		
Social Control	1. The learner will compare familiar social control measures to other times and situations.	1.1 Having discussed life in pioneer times, the learner will hypothesize rules that may have applied to children of that time.
		1.2 Having generated a list of rules that are followed at home, the learner will state how these compare to children of 100 years ago.
		1.3 Having compared "child" rules of the past with some of the present, the learner will explain why they may be the same or different.
	2. The learner will catagorize social control measures.	2.1 Given a classroom generated list of familiar rules, the learner will categorize these in the following categories: (1) rules to protect people's lives, (2) rules to protect people's property, (3) rules to make group living safer or more pleasant.
	3. The learner will evaluate social control measures.	3.1 Given alternative rules for similar situations, the learner will decide which rules are fair, reasonable and needed, based on established criteria.

third grade

Concept	Competency	Sample Learner Outcomes
CULTURAL ENVIRONMENT		
Groups	1. The learner will explain reasons people belong to groups.	1.1 Given a list of groups, the learner will choose the one(s) to which he/she belongs.
		1.2 Having generated a list of groups, the learner will choose the one(s) to which he/she belongs.
	2. The learner will categorize groups to which people belong on the basis of voluntary or involuntary membership.	2.1 Given a teacher-prepared list, the learner will identify the groups to which he/she belongs involuntarily (race, family, nationality).
		2.2 Given a compiled list of groups to which class members belong, the learner will categorize them according to voluntary and involuntary membership.
Customs	3. The learner will identify customs in the American culture.	3.1 Given a list of holidays, ceremonies, or customs, the learner will illustrate each on a mural or collage entitled "American Customs."
	4. The learner will explain the origin of customs.	4.1 Given common customs (Christmas tree, Easter egg painting, stocking on mantle), the learner will compose a story suggesting the possible origin of the custom.
		4.2 Having imagined the origin of several customs, the learner will compare these to the actual origin.
	5. The learner will compare customs of different families within their experience.	5.1 Having discussed in the classroom various ways that holidays (ceremonies, etc.) are celebrated, the learner will compare others to his/her own.

third grade

Concept	Competency	Sample Learner Outcomes
ECONOMIC ENVIRONMENT		
Resources	1. The learner will distinguish natural, human, and capital resources.	1.1 Given a production task (i.e., setting up a lemonade stand), the learner will identify the resources needed to complete the task.
		1.2 From the list of resources needed to produce a given product (i.e., lemonade at lemonade stand), the learner will categorize the resource according to type.
Specialization	2. The learner will recognize positive and negative aspects of specialization.	2.1 Given several examples of specialization (distributing classroom supplies, mother or father doing the cooking for the entire family, etc.), the learner will discuss the positive aspects of one person completing the task for several others.
		2.2 Having discussed specialization which occurs in work environments, the learner will list positive and negative aspects of one person during a job.
		2.3 Given a list of several places, the learner will identify the good or service in which that location specializes.
Economic Interdependence	3. The learner will explain ways that community members depend on each other.	3.1 Given a series of situations, the learner will identify the community agency, member, or business that provides a need or want.
		3.2 Having identified several places in the community that provide goods and services, the learner will explain how that place is dependent upon the consumer.

third grade

Concept	Competency	Sample Learner Outcomes
Ownership	4. The learner will recognize that there is both public and private ownership.	4.1 Given a list of goods or services, the learner will distinguish between those that are publicly or privately owned. 4.2 In discussing community services (police department, fire department, road maintenance), the learner will explain how these things are financed. 4.3 On a sheet marked "Things Taxes Give Us," the learner will list services or products he/she benefits from which we are provided through public ownership.
Labor/Income	5. The learner will recognize that wages are the return for labor.	5.1 Given examples of several occupations in the community, the learner will identify the goods or services provided by each. 5.2 Given examples of several occupations, the learner will speculate as to the characteristics that make a job high paying or low paying (i.e., education, special skills, etc.). 5.3 Given the terms wage and salary, the learner will distinguish between the two. 5.4 Having discussed the concept of wage, the learner will draw a picture illustrating some "labor" that has been provided at home to earn money.
Marketplace	6. The learner will recognize a marketplace as any situation where exchange takes place.	6.1 Given a series of "suppose" statements (suppose you wanted some fresh fruit, suppose you wanted to see a monkey, etc.), the learner will identify the "market" where the goods or service could be located.

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Concept	Competency	Sample Learner Outcomes
Money/Change	7. The learner will recognize money as a medium of exchange, measure of value, and a store of value.	7.1 Given examples of several items, the learner will speculate as to why the item could or could not be used as a medium of exchange.
		7.2 Having identified an article that is needed or wanted, the learner will compare advantages and disadvantages of money compared to the barter system.
Opportunity Cost	8. The learner will recognize that the real cost of using resources to satisfy one particular want means giving up other uses of the same resource.	8.1 Given a list of wants exceeding the resources available to obtain them, the learner will choose the limit of the resources and explain the real cost of making those choices.
Economic Planning	9. The learner will set short-term goals and and rank them.	9.1 Given an imaginary sum of money, the learner will state possibilities of how the money may be used.
		9.2 Having identified possibilities of how a sum of money may be used, the learner will prioritize the possibilities from most to least desired.
Economic Planning	10. The learner will devise a plan to meet specified goals.	10.1 Given a sample goal set by the teacher, the learner will identify steps needed to meet the goal.
		10.2 Given a goal and suggested steps for meeting the goal, the learner will discriminate between essential and non-essential parts of the plan.
SOCIAL/ PSCYHOLOGY ENVIRONMENT		
Virtue	1. The learner will recognize that there are many ways of expressing the same human virtue.	1.1 Given a list of several human virtues, the learner will generate 3-4 different ways that each could be expressed.

third grade

Concept	Competency	Sample Learner Outcomes
	2. The learner will apply concepts of positive attributes to problem situations.	2.1 Given example problem situations, the learner will describe several attributes which may be shown for the same situation.
	3. The learner will identify some positive attributes to be developed.	3.1 Given supportive, realistic, and constructive assistance, the learner will construct a "me" chart illustrating attributes that are to be developed (i.e., keep list of assignments, get up early in the morning, act early rather than wait, etc.).

third grade

Concept	Competency	Sample Learner Outcomes
INFORMATION ACQUISITION		
Observation	1. The learner will demonstrate the ability to use direct observation to acquire information.	1.1 Having taken a series of "sense" walks through the school, neighborhood, or community, the learner will describe those things experienced in terms of five senses.
Using Questions	2. The learner will demonstrate the ability to use questioning techniques as a means of acquiring information.	2.1 Given appropriate background information and resources concerning the visit of an upcoming guest speaker, the learner will devise a list of 5-6 pertinent questions.
Using Prepared	3. The learner will demonstrate the ability to use prepared sources as a way of acquiring information.	3.1 Given the project title, "My Class Profile," the learner will prepare a short survey instrument which will qcquire selected information (birthdate, height, weight, number in family, ancestry, etc.)
		3.2 Given graphable collected data (birth month, etc.), the learner will show the information through simple bar graphs.
		3.3 Given a simple map which contains three or more types of information, the learner will distinguish one type from another.
		3.4 Given a research topic and several types of media, the learner will select the most appropriate one(s) to use.

third grade

Concept	Competency	Sample Learner Outcomes
INFORMATION PROCESSING		
Comparing	1. The learner will demonstrate the ability to make comparisons.	1.1 Given examples of a rural and an urban area and written information about each, the learner will construct a chart which compares several attributes (i.e., clothing, jobs, transportation, recreation, etc.).
Classifying	2. The learner will demonstrate the ability to classify information according to selected criteria.	2.1 Given information on various size and type communities, the learner will identify possible classifications.
		2.2 Given a list of terms (animals, foods, products, etc.), the learner will justify why certain items may be grouped together.
Conceptualizing	3. The learner will demonstrate a growing capacity to think conceptually.	3.1 After having studied several examples of a particular concept, the learner will generate new appropriate examples of the same concepts.
		3.2 Given information showing examples of a particular concept, the learner will be able to combine the characteristics into a definition of the concept.
Inferring	4. The learner will demonstrate the ability to go beyond information that is given and report the inferences that are implied.	4.1 Given pictures of an actual object used in earlier times, the learner will make inferences about possible uses.
		4.2 Given stories of children who lived at earlier times, the learner will infer the time period based on the details provided.

third grade

Concept	Competency	Sample Learner Outcomes
Hypothesizing	5. The learner will demonstrate a growing capacity to develop hypotheses that are testable.	5.1 Given 3-4 problem situations which exist in the neighborhood, the learner will state a hypothesis why each exist.
Imagining	6. The learner will demonstrate a growing capacity to use his/her imagination.	6.1 Given a pretend situation "all traffic lights removed," the learner will draw a scenario illustrating possible consequences of each.
Evaluating	7. The learner will demonstrate a growing capacity for evaluative thought.	7.1 Given a situation requiring a choice, the learner will suggest alternates and make a choice on the basis of criteria he/she can defend. 7.2 Given a problem that may have several solutions, the learner will state possible positive and negative consequences of each and choose the best solution.
SELF-MANAGEMENT		
Egocentrism	1. The learner will demonstrate decreasing egocentric perceptions of the world.	1.1 Having studied individuals from other cultures, the learner will write a simple story from the viewpoint of one of these individuals. 1.2 Having read a simple case study of a child from a different background, the learner will explain why the views or actions may be different from his/her own.
Ethnocentrism	2. The learner will demonstrate decreasing ethnocentric perceptive of society.	2.1 Given a series of statements, the learner will recognize those that are ethnocentric in nature. 2.2 Given several ethnocentric statements, the learner will rewrite the statements to remove its ethnocentric characteristics.

third grade

Concept	Competency	Sample Learner Outcomes
Stereotypes	3. The learner will demonstrate decreasing sterotypic perceptions of individuals or situations.	3.1 Given lists that include both restricted (some women are poor drivers) and stereotypic statement (all women are bad drivers), students will identify the stereotypic statements. 3.2 Given lists of stereotypic statements, the learner will suggest strategies for testing them.
Empathy	4. The learner will demonstrate the ability to empathize with other individuals and situations.	4.1 Given a hypothetical situation wherein the learner is a new non-English speaking student coming to school, the learner will describe how he/she might feel and the problems which might be encountered. 4.2 After seeing a movie depicting life in a different cultural setting, the learner will describe (a) what he/she would be doing if living there, and (b) how he/she would behave differently.
Change	5. The learner will demonstrate constructive attitudes toward change.	5.1 After having interviewed several senior citizens in the neighborhood, the learner will write a story about changes these individuals' have witnessed. 5.2 Given pictures of various items (today's cars, homes, appliances, and dress), the learner will draw a picture of how these things will look in the future. 5.3 Given drawings of two different park plans, the learner will explain why children probably would prefer one and senior citizens the other and then suggest a plan that would better meet the needs of both.

third grade

Concept	Competency	Sample Learner Outcomes
Conflict	6. The learner will develop constructive attitudes toward conflict.	6.1 After reading a case study of a community ordinance dispute "All pets must be leashed," the learner will compare the position of each group and identify possible grievances which led to the conflict. 6.2 Given a case study about the dispute between two community groups over the locations of a proposed recreational facility, the learner will be able to suggest alternative ways of settling the dispute.

fourth grade

CONCEPT	COMPETENCY	SAMPLE LEARNER OUTCOMES
PHYSICAL ENVIRONMENT		
Location	1. The learner will use latitude and longitude for finding specified points on a map or globe.	1.1 Given a Mercator world map and a globe, the learner will compare lines of latitude and longitude on each.
		1.2 Given a globe and a series of specified locations to be found on the intersection of lines, the learner will use latitude and longitude to locate points.
	2. The learner will analyze various symbols and models which represent the physical world.	2.1 Given several state road maps, the learner will analyze the legends for the commonality of symbols.
Earth Movement	3. The learner will describe the relationship of the movement of the earth to the sun.	3.1 Using a flashlight and a globe, the learner will show the relationship between the earth's rotation and day and night.
		3.2 Using a flashlight and globe, the learner will explain the relationship of the direct and indirect sun rays to the climate areas of the earth.
		3.3 Using a heat lamp and children in a semicircle, the learner will demonstrate and explain the relationship between the sun's rays and the earth's position.
		3.4 Given a series of drawings showing how the earth is tipped toward the sun, the learner will explain the relationship between this and the seasons of the year.
Adaptation	4. The learner will explain man's ability to adjust to differing and limited resources.	4.1 Given a simulated situation wherein the learner is a member of a community whose main resource is depleted, the learner will propose alternative solutions to solving the problem.

fourth grade

Concept	Competency	Sample Learner Outcomes
		4.2 Given several hypothetical situations (bad freeze in Florida, coal strike in West Virginia), the learner will identify possible ways man can cope with the situation.
		4.3 Given several pictures (terracing in Japan, irrigation in Nile Valley, wind mills in Holland, etc.), the learner will explain the problems and man's coping behavior in each situation.
Interdependence	5. The learner will explain the concept of earth interdependence.	5.1 Having discussed a locally produced product, the learner will construct a simple chart showing the "dependence chain" (cloth -- wool -- sheep -- grass -- soil) of that product.
		5.2 Given several examples of "dependence chains", the learner will select one and explain possible outcomes if one part of the chain is disrupted.
Environmental Change	6. The learner will explain ways people car alter the environment according to needs and skills.	6.1 Given a list of several industries (chemical plants, farm, lumber mill, coal mine, shopping center), the learner will list ways that each alters the environment.
		6.2 Having discussed human needs which are the same in all cultures, the learner will compare how man alters the environment to meet needs in each culture.
		6.3 Given pictures of cities today and those of the past, the learner will identify those things which have improved due to increased skill (cobblestone street/interstate highway).

fourth grade

Concept	Competency	Sample Learner Outcomes
POLITICAL ENVIRONMENT		
Social Control	1. The learner will recognize the informal means of social control that effects behavior.	1.1 Given a list of behaviors (stealing, spitting on the floor, wearing pajamas to school), the learner will differentiate between those behaviors that are formally enforced and those that are expected.
		1.2 Having identified some informally enforced behaviors (way we dress, eating habits, polite language), the learner will explain how these things are "enforced" (ostracism, ridicule, deprivation).
Enforcement	2. The learner will recognize the relationship between rules and enforcement.	2.1 Given a list of rules, the learner will categorize them according to (a) parent enforced (b) school enforced (c) law enforced.
		2.2 Given a sample law (stealing a loaf of bread), the learner will compare enforcement measures today with those of long ago.
CULTURAL ENVIRONMENT		
Institutions	1. The learner will compare social institutions in the community.	1.1 Having discussed the definition of social institutions, the learner will compile a list of social institutions in his/her country.
		1.2 Given information about a particular historical period (i.e., Colonial America), the learner will contrast institutions (education, religion, recreation, punishment) of that time with those of the present.

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Concept	Competency	Sample Learner Outcomes
Religion	2. The learner will identify a variety of religious expressions.	2.1 Given pictures and accompanying descriptions, the learner will identify traditions, customs, and ceremonies that have religious base. 2.2 Given case studies of families in other cultures, the learner will identify ways that religious beliefs affect everyday lives.
Cultural Change	3. The learner will analyze forces which lead to cultural change.	3.1 Given old photographs, interviews with senior citizens, and newspaper articles, the learner will identify 4-5 areas of cultural change (i.e., transportation, communication, earning a living, clothing, recreation). 3.2 Given examples of cultural change, the learner will hypothesize the reasons for the change (communication, technology, depleted resources, war).
ECONOMIC ENVIRONMENT		
Supply/Demand	1. The learner will recognize that scarcity of a resource affects the nature of the economy.	1.1 Given a situation where the family supply of an item (gasoline, fresh water, electricity) is severely limited, the learner will illustrate and explain five ways home life would be affected by the scarcity. 1.2 Given a situation where the family supply of an item is severely limited, the learner will suggest ways that the family may cope with the shortage by using alternative sources or changing behavior.

fourth grade

Concept	Competency	Sample Learner Outcomes
		1.3 Having identified items in the classroom that are scarce, the learner will explain the relationship between scarcity and demand (i.e., scarcity is affected by demand for the resource at a particular time).
Interdependence	2. The learner will explain ways that communities are economically interdependent.	2.1 Having listed several products used daily at home, the learner will identify the origin of the product. 2.2 Given an example of a common product (i.e., chocolate candy bar), the learner will identify from the label the contents of the product then find the origin of the product on a map.
Marketplace	3. The learner will give examples of markets that deal in specific products in the local community.	3.1 Using a phone directory and other resources, the learner will identify several markets for a particular item. 3.2 Having identified goods and services used often by his/her family, the learner will identify specific markets for each in the local community.
Distribution	4. The learner will identify distribution as a system of moving products from producers to consumers.	4.1 Given examples of consumer goods, the learner will list possible transportation systems which will be used to distribute the goods. 4.2 Having gathered information about a locally manufactured good, the learner will discuss the markets for the good and how it is transported to those markets.

fourth grade

Concept	Competency	Sample Learner Outcomes
Economic Planning	5. The learner will establish personal criteria by which economic decisions may be made.	5.1 Given an imaginary sum of money, the learner will establish criteria by which purchases will be judged (Is it lasting? Am I allowed to have it? etc.). 5.2 Having listed possibilities of how a given amount of money may be spent, the learner will prioritize the list of possibilities by use of established criteria.
Production	6. The learner will recognize production as the making of goods and the performing of services.	6.1 In the classroom situation, the learner will demonstrate the production of a good (paper airplane, fan, etc.) or service. 6.2 Having demonstrated the production of a good or service, the learner will explain the items needed in the production (i.e., skills, labor resources, etc.).
Specialization	7. The learner will explain and cite examples of the concept of specialization.	7.1 Having taken part in a simulated classroom assembly line, the learner will identify the positive and negative aspects of doing a specialized task on that assembly line. 7.2 From conversations with parents, relatives, or neighbors, the learner will give examples of specialized jobs held by those individuals.
Productivity	8. The learner will explain productivity and give examples of how it may be increased.	8.1 Having observed the production of goods in the classroom setting (constructing puppets, making posters, etc.), the learner will list several ways that the productivity may be increased.

fourth grade

Concept	Competency	Sample Learner Outcomes
Advertising	9. The learner will recognize that advertising is used as an attempt to sell products to consumers.	9.1 Having participated in the simulated production of a classroom good, the learner will write his/her own advertisement for the product.
Sources of Income	10. The learner will recognize ways to earn money and select the most appropriate way to reach personal goals.	10.1 Having identified an item needed or wanted, the learner will list ways that he/she may earn the money to reach the goal (i.e., return bottles, rake leaves, shine shoes). 10.2 Based on established criteria (i.e., skill, resources, parents' permission, etc.), the learner will select the best way to earn money for a personal goal.
SOCIAL/ PSYCHOLOGICAL ENVIRONMENT		
Group	1. The learner will generalize that group traits do not pertain to all members equally.	1.1 From a list of group characteristics, the learner will choose the ones which do not fit all the members.
Role Model	2. The learner will identify role models.	2.1 Given literature "experience" especially biography, the learner will record personality attributes of barious characters. 2.2 Having made a list of personality attributes of favorite people (TV characters, relatives, literary figures), the learner will explain actions which exemplify that attribute.
Positive Attributes	3. The learner will identify positive attributes which he/she has or wishes to develop.	3.1 Having identified "things I like about myself", the learner will write a "personal" advertisement. 3.2 Having chosen several personality attributes, the learner will explain how he/she hopes to develop the attribute.

fourth grade

Concept	Competency	Sample Learner Outcomes
INFORMATION ACQUISITION		
Observation	1. The learner will demonstrate the ability to use direct observation to acquire information.	1.1 Given pictures taken of nonfamiliar geographical areas, the learner will write a descriptive paragraph based on clues given in the photographs. 1.2 Given several types of media concerning the same topic, the learner will combine their observations to write a creative description of the topic.
Using Questions	2. The learner will demonstrate the ability to use questioning techniques as a means of acquiring information.	2.1 Given a package containing a hidden object, the learner will devise 8-10 questions to find out the identity of the object. 2.2 Having identified a particular toy to be purchased, the learner will select from a list those questions which would be beneficial to ask (i.e., What is the price? Is the package attractive? Is the store nearby? Is the salesman handsome? Will the toy last? Will my mother allow me to have it?).
Using Prepared Sources	3. The learner will demonstrate the ability to use prepared sources as a way of acquiring information.	3.1 Given a research topic, the learner will utilize three sources to locate information concerning the topic. 3.2 Given a problem to solve, the learner will utilize tables (charts, maps, etc.) with several variables to solve the problem.

fourth grade

Concept	Competency	Sample Learner Outcomes
INFORMATION PROCESSING		
Comparing	1. The learner will demonstrate the ability to make comparisons.	1.1 Given three to four similar items or situations (communities, cities, states), the learner will select five aspects and compare each to those of the others (size, climate, elevation, etc.).
		1.2 Having interviewed adults concerning schooling in the past, the learner will compare schools, past and present.
Classifying	2. The learner will demonstrate the ability to classify information according to selected criteria.	2.1 Given a list of items, the learner will sort and classify the items into multiple groups.
		2.2 Given a specific set of information (i.e., raw material to finished product), the learner will arrange the information along a continuum from things that happened first to last.
Conceptualizing	3. The learner will demonstrate a growing capacity to think conceptually.	3.1 After having studied a concept (nation, prejudice, erosion, etc.), the learner will cite new examples of the concept.
		3.2 Given examples and nonexamples of a concept, the learner will combine the appropriate characteristics into a definition of the concept.
Inferring	4. The learner will demonstrate the ability to go beyond information that is given and report the inferences that are implied.	4.1 Given a data sheet on a specific region, the learner will make inferences about the region based on facts.

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Concept	Competency	Sample Learner Outcomes
		4.2 Given a simple data sheet on a particular group, the learner will make inferences and cite evidence on which the inferences are based.
Hypothesizing	5. The learner will demonstrate a growing capacity to develop hypotheses that are testable.	5.1 Given introductory information for a new unit of study, the learner will devise hypotheses of events to follow.
		5.2 Given simulated situations (What would happen if we compared height and weight gains of our boys and our girls?), the learner will predict the consequences, and suggest ways to test them.
Imagining	6. The learner will demonstrate a growing capacity to use his/her imagination in proposing alternatives.	6.1 Given the topic "If I Could Be Invisible", the learner will imagine what life may be like and then consider what they might like and dislike about the imagined environment.
Evaluating	7. The learner will demonstrate a growing capacity for evaluative thought.	7.1 Given a situation requiring a choice (living in a city vs. living in the country), the learner will explore alternatives and make a choice on the basis of criteria he/she can defend.
		7.2 Given a situation which involves various parties (city council ordinance banning pets inside the city limits), the learner will develop arguments for one of the interested parties in the decision.

fourth grade

Concept	Competency	Sample Learner Outcomes
SELF-MANAGEMENT		
Egocentrism	1. The learner will demonstrate a decreasing egocentric perception of the world.	1.1 In a pretend situation, the learner will assume the role of a parent and describe himself/herself as the parent might. 1.2 Given several examples of groups with special needs (i.e., elderly, handicapped), the learner will suggest ways that the community or school might be changed to accommodate the group.
Ethnocentrism	2. The learner will demonstrate a decreasing ethnocentric perception of the world.	2.1 After setting up criteria for evaluating communities as places to live, the learner will use these to make negative and positive statements about their own community. 2.2 Given the problem of planning for the use of a new school playground, the learner will prepare a plan that ensures that all classroom groups have equitable access to areas and equipment.
Empathy	3. The learner will demonstrate the ability to empathize with other individuals and situations.	3.1 Relying on background information from texts and other references, the learner will write hypothetical diary entries for a pioneer traveling west in a wagon train. 3.2 After seeing a movie depicting life in a different cultural setting, the learner will describe how he/she would behave differently and how he/she would behave the same. 3.3 In writing reports concerning cultural groups whose customs are unusual to the learner, the learner will explain the custom in nonderogatory terms.

fourth grade

Concept	Competency	Sample Learner Outcomes
Conflict	4. The learner will demonstrate constructive attitudes toward conflict.	4.1 Given a discussion of a story, film, or TV show, the learner will identify the conflict situation and suggest alternate ways the characters could have approached a solution. 4.2 Given a discussion of nonphysical conflicts, the learner will bring to class examples of conflict situations on TV <u>not</u> solved by physical force.
Change	5. The learner will develop constructive attitudes toward change.	5.1 Using paper and crayons, the learner will devise posters which illustrate how various household items and family roles have changed. 5.2 Having identified a school problem, the learner will draw up a plan of action for solving the problem.

fifth grade

CONCEPT	COMPETENCY	SAMPLE LEARNER OUTCOMES
PHYSICAL ENVIRONMENT		
Direction/ Location	1. The learner will use various location systems for estimating specified points.	1.1 Given a list of cities, the learner will estimate their approximate latitude and longitude. 1.2 Given a compass, a measure, and a scale, the learner will locate points within the radius of a fixed reference.
Symbols/Models	2. The learner will use and interpret complex symbols and models which represent the physical world.	2.1 Given a metric tape measure and a globe, the learner will calculate the approximate distance between designated points in kilometers. 2.2 Given maps and globes with various scales, the learner will estimate and then confirm by measuring the distances between places. 2.3 Having developed an approximate scale and completed necessary measurements, the learner will construct a map of the classroom, playground, room at home. 2.4 Given a state map, the learner will use the various resource information (gazetteer, mileage charts, city index, etc.) to find specific points in an expedient manner. 2.5 Given a map with several kinds of information, the learner will make generalizations about the area based on the information. 2.6 After having studied aspects of a particular area (its climate, resources, population distribution), the learner will make a map and place in symbol form on the map various kinds of information.

fifth grade

Concept	Competency	Sample Learner Outcomes
Interdependence	3. The learner will explain the impact of physical change on the environment.	3.1 Using various resource materials, the learner will identify items (animals, etc.) which were once in abundance but now no longer exist.
		3.2 Given a hypothetical situation of world wide impact (melting of the polar ice caps), the learner will write a printed newspaper article which reports the effects of the event.
		3.3 Given a list of situations (forest fires, an industry puts hot water waste into a stream, a strip mine that has left the land barren), the learner will explain the impact of each.
		3.4 Given a particular environmental problem, the learner will design a poster which motivates people to help eliminate that problem.
Movements	4. The learner will describe the relationship between movement of the earth and various physical phenomenon.	4.1 Having discussed the effects of rotation and inertia, the learner will explain the prevailing wind patterns.
		4.2 Having discussed the effects of rotation and inertia, the learner will compare the movement and direction of ocean currents in the northern and southern hemisphere.
	5. The learner will explain ways that man alters his environment according to needs, level of skill, values, and attitudes.	5.1 Given a hypothetical situation wherein a petition has been signed to force a neighbor to clean up his yard, the learner will defend his position either against or for the neighbor.
		5.2 Given examples of controversial environmental issues (i.e., park land into housing development), the learner will identify those values that may influence decisions.

fifth grade

Concept	Competency	Sample Learner Outcomes
		5.3 Having made a list of three economic needs of the community, the learner will explain how meeting each may alter the community environment.
POLITICAL ENVIRONMENT		
Rules	1. The learner will explain some structures for making or changing rules/laws.	1.1 After discussing some common laws/rules, the learner will identify three to four sources of law in our society. 1.2 Given a classroom situation requiring a rule, the learner will suggest three to four ways of determining that rule. 1.3 If majority rule is selected (1.2), the learner will discuss the pros and cons for using each of the following: vocal, secret ballot, show of hands. 1.4 Given an "unfair" or unpopular law or rule, the learner will suggest how the law may be different at home, in the classroom, and at school. 1.5 Having selected a particular school rule, the learner will cite reasons the rule may need to be changed in the future.
CULTURAL ENVIRONMENT		
Groups	1. The learner will analyze the reasons certain groups no longer exist.	1.1 Given a list of historical groups (i.e., Sons of Liberty, knighthood, past political parties), the learner will identify why the group once existed but now no longer exists. 1.2 Given the definition of ad hoc groups, the learner will provide examples from past and present.

fifth grade

Concept	Competency	Sample Learner Outcomes
Groups	2. The learner will propose groups that may be needed by society now or in the future.	2.1 Given a local or national problem (playground litter, "Save the Seals"), the learner will propose the formation of groups needed to solve that problem. 2.2 Given the proposed group from 2.1, the learner will evaluate it according to the following criteria: (a) In what ways does the group organize? (b) How is membership acquired? (c) What service does the group perform for its members?, and (d) In what ways does the group benefit society as a whole?
Inherited Cultural Characteristics	3. The learner will differentiate between physical and cultural differences.	3.1 Given a list of traits, the learner will separate learned traits from inherited traits. 3.2 Given a list of learned traits, the learner will identify ways traits are taught to the young.
Culture	4. The learner will analyze a culture other than his/her own.	4.1 Given a second culture, the learner will find parallel needs, tools, customs, ceremonies, traditions, religious expressions, and institutions. 4.2 Given a hypothetical culture, the learner will hypothesize how changes will affect the total culture.
ECONOMIC ENVIRONMENT		
Natural Resources	1. The learner will name examples of major United States natural resources and indentify the area of their physical location.	1.1 Given a United States map and pictures of several natural resources, the learner will place the pictures at the proper location.

fifth grade

Concept	Competency	Sample Learner Outcomes
		1.2 Having identified the location of several natural resources, the learner will generalize as to areas of the United States that have abundant natural wealth.
Scarcity	2. The learner will distinguish between resources which are abundant in the United States and those that are scarce.	2.1 Given several examples of natural resources, the learner will identify the ones that are scarce in the United States.
		2.2 Having discussed natural resources which are scarce in the United States, the learner will explain consequences when one of these resources is no longer supplied by an outside source.
	3. The learner will identify natural resources which are major exports of the United States.	3.1 Having discussed many United States natural resources, the learner will identify ones which are exported in large quantities to other countries.
Production	4. The learner will recognize the natural resources which are used in the production of selected goods and the many uses of a single resource.	4.1 Given an example of a good (steel, glass, etc.), poster board and crayons, the learner will illustrate the resources used in the production of a single good.
		4.2 Given an example of a natural resource available in the United States, the learner will suggest several uses for that resource (i.e., petroleum is used in the production of everything from records to perfume).
Supply/Demand	5. The learner will understand the relationship between supply and demand.	5.1 Having discussed the concepts of supply and demand, the learner will identify items in the school or community which are in short supply but high demand.

fifth grade

Concept	Competency	Sample Learner Outcomes
		5.2 Having discussed the concepts of supply and demand, the learner will identify some community producers which have changed services because of demand (i.e., restaurants to fast food, hairstylists serving both men and women, etc.).
Free Enterprise	6. The learner will recognize the free enterprise system as one wherein the producers and consumers determine what and how much, and how goods and services are to be produced.	6.1 Having discussed the definition of the free enterprise system, the learner will suggest new products that have been introduced to the marketplace because of change in consumer demand (i.e., cloth diapers, convenience foods). 6.2 In a pretend situation, the learner will develop a product and devise a plan to market that product.
Free Enterprise	7. The learner will recognize that in a free enterprise system that people invest capital in business in order to try to earn a profit.	7.1 Having selected a small business located in the community, the learner will investigate the expenses incurred in operating the business and the amount made in actual profits.
Increasing Productivity	8. The learner will recognize increasing productivity as one way to increase profits.	8.1 Having interviewed several local business persons, the learner will name four to five ways that productivity may be increased. 8.2 In a simulated situation in the classroom which illustrates the production of a good on an assembly line, the learner will point out ways that productivity may be increased.
Public/Private	9. The learner will distinguish between public and private goods and services.	9.1 From the community situation, the learner will identify those things that are publicly owned.

fifth grade

Concept	Competency	Sample Learner Outcomes
		9.2 Having identified publicly owned goods and services in the community, the learner will write a paragraph explaining the positive and negative aspects of public ownership.
Economic Actions	10. The learner will demonstrate knowledge that the economic action by persons or groups affect others.	10.1 Given several examples of economic actions (saving, spending, shoplifting, building a factory, etc.), the learner will describe how these actions may affect others.
		10.2 Having identified an example of money recently spent on a purchase, the learner will construct a money maze or flow chart illustrating where the money may have come from and where it may flow.
Advertising	11. The learner will recognize advertising as a way to market goods.	11.1 Given several advertisements from newspapers and magazines, the learner will categorize these according to the intended audience (i.e., teenagers, housewives, etc.).
		11.2 Given several advertisements from newspapers, magazines, radio, and TV, the learner will categorize these according to the technique used.
Advertising	12. The learner will recognize the positive and negative aspects of advertising.	12.1 From several advertisements, the learner will recognize the valuable information which assists one to make wise purchases.
Economic Planning	13. The learner will prepare a budget to use income or resources.	13.1 Given a fictitious amount of money as an allowance, the learner will plan a budget for using that money.

fifth grade

Concept	Competency	Sample Learner Outcomes
		13.2 Given a fictitious amount of money as a salary and help of a parent or guardian, the learner will budget the income for the month.
Money	14. The learner will explain positive and negative aspects of using cash, credit cards, and checks.	14.1 Having gathered information on checks, credit cards, and cash, the learner will prepare a chart or a poster illustrating the positive and negative aspects of each.
Taxes	15. The learner will explain the necessity of various types of taxes.	15.1 Having discussed various taxes, the learner will construct a chart illustrating "Where Our Tax Dollar Goes?"
Consumer Sales Tax	16. The learner will compute consumer sales tax.	16.1 Given examples of various purchases (bicycle, candy bar, shirt, etc.), the learner will compute the consumer sales tax and come up with the actual purchase price of the item.
SOCIAL/ PSYCHOLOGICAL ENVIRONMENT		
Social	1. The learner will explain some forces which influence personality and social actions.	1.1 Given examples of real, literary or imagined people (Lincoln, Helen Keller, George Washington Carver), the learner will identify forces that tended to influence them.
		1.2 Having identified a personal positive trait, the learner will identify people or instances (forces) which may have influenced that trait.
	2. The learner will identify particular qualities which may be needed for specific situations.	2.1 Given various career situations (nursing, law enforcement, stunt person, politician), the learner will establish criteria for a specific career situation.

fifth grade

Concept	Competency	Sample Learner Outcomes
		2.2 Having established a criteria for a specific career, the learner will compare this criteria to personally held attributes.

fifth grade

Concept	Competency	Sample Learner Outcomes
INFORMATION ACQUISITION		
Observation	1. The learner will demonstrate the ability to use direct observation to acquire information.	1.1 During a field trip to a particular location, the learner will record through sketches and written words those things observed. 1.2 Having taken a field trip (police station, court in session, etc.), the learner will report all the things observed through the various senses and write a paragraph describing that trip. 1.3 Having written a paragraph describing observations during a field trip, the learner will categorize the observations which were significant and nonsignificant.
Using Questions	2. The learner will demonstrate the ability to use questioning techniques as a means of acquiring information.	2.1 Preceding a field trip, the learner will devise a list of pertinent questions that he/she would like to have answered about the particular place. 2.2 Having devised a list of questions, the learner will suggest how he/she may possibly get the questions answered (by reading pamphlets about the park, talking to the ranger, look at the ...).
Using Prepared Sources	3. The learner will demonstrate the ability to use prepared sources as a way of acquiring information.	3.1 Given a list of questions to answer and several prepared sources (almanac, atlas, encyclopedia, dictionary, etc.), the learner will match the task with the best and most expedient way to find the information.

fifth grade

Concept	Competency	Sample Learner Outcomes
		3.2 Given examples of prepared sources (almanac, atlas, encyclopedia, etc.), the learner will locate information in each by using the varying glossary, index, etc., of each type.
INFORMATION PROCESSING		
Comparing	1. The learner will demonstrate the ability to make comparisons.	1.1 Given three maps of the same area from various time periods, the learner will compare such items as population, transportation, boundary changes, etc.
		1.2 Having collected information concerning the school over time (when was it built, types of facilities, room arrangement, enrollment), the learner will compare the information for various times over the years.
Classifying	2. The learner will demonstrate the ability to classify information according to selected criteria.	2.1 Given information (on artifacts, products, etc.), the learner will sort and classify the information into multiple groups and assign titles to the categories.
		2.2 Given a specific set of information of key events in United States History, the learner will arrange the information along a continuum from those that occurred first to last.
Conceptualizing	3. The learner will demonstrate a growing capacity to think conceptually.	3.1 Given a variety of statements or short paragraphs illustrating a concept that has been introduced, the learner will identify the concept illustrated.

fifth grade

Concept	Competency	Sample Learner Outcomes
		3.2 Having discussed a particular concept, the learner will write "clue" statements illustrating one of these concepts.
Inferring	4. The learner will demonstrate the ability to go beyond information that is given and report the inferences that are implied.	4.1 Given an example of a graph showing United States farm production during 1850-1970 and that shows the number of persons for whom each farmer produced food, the learner will identify inferences based on those facts.
		4.2 Given examples of artifacts found in a hypothetical excavation, the learner will generate logical inferences and identify evidence on which the inferences are based.
Hypothesizing	5. The learner will demonstrate a growing capacity to develop hypotheses that are testable.	5.1 Given information on a topic (a map showing air pollution of a given area, a population density map of the same area, and a map showing industrial activity in the same area), the learner will generate hypotheses about the relationships evidenced by the maps.
		5.2 Given a relationship situation (i.e.,number of hours watching TV/number of hours slept/ grade on tomorrow's test, etc.), the learner will develop a hypothesis and suggest ways it could be tested.
Imagining	6. The learner will demonstrate a growing capacity to use his/her imagination in proposing alternatives.	6.1 Given a situation, "If I Could Live in Another Historical Time," the learner will write about the imagined effects of this change.

fifth grade

Concept	Competency	Sample Learner Outcomes
Evaluating	7. The learner will demonstrate a growing capacity for evaluative thought.	7.1 Given a classroom project or competition, the learner will develop criteria for evaluating the project or competition. 7.2 Given a discussion of a concept (i.e., good citizenship, success, etc.), the learner will develop criteria by which the concept could be evaluated. 7.3 Given a situation involving different parties (i.e., cattlemen vs. farmers; Mexicans vs. Texans; North vs. South, etc.), the learner will evaluate opposing viewpoints and take a stand on the decisions.
SELF-MANAGEMENT		
Egocentrism	1. The learner will demonstrate a decreasing egocentric perception of the world.	1.1 During discussions of solutions to various social problems, the learner will explain classmates actions by citing variation in personal experience and values rather than pointing out a "flaw" in another's personality. 1.2 In comparing perceptions or beliefs of individuals long ago with those of today, the learner will cite situational reasons for the beliefs or perceptions.
Ethnocentrism	2. The learner will demonstrate a decreasing ethnocentric perception of the world.	2.1 When comparing institutions or behaviors in this country with those of another, the learner will refrain from using this country's institutions and values as the standard.

fifth grade

Concept	Competency	Sample Learner Outcomes
		2.2 When evaluating alternative historical accounts of groups, the learner will distinguish an unbiased account from an obviously biased one.
Empathy	3. The learner will demonstrate the ability to empathize with other individuals and situations.	3.1 Having discussed a social problem (i.e., life in a ghetto), the learner will describe the feelings of those who face the problem.
		3.2 Having discussed a social problem (i.e., life in a ghetto), the learner will describe how he/she might feel or act if faced with the problem.
Conflict	4. The learner will demonstrate constructive attitudes toward conflict.	4.1 When discussing conflict situations in the community, the learner will explain the positions held by each side.
		4.2 When discussing conflict situations which have occurred in America's history, the learner will identify positive and negative results of these conflicts.
Change	5. The learner will develop constructive attitudes toward change.	5.1 Given butcher paper, crayons, and an assigned topic (i.e., women's roles, manufacturing of goods, etc.), the learner will illustrate changes which have occurred in this topic.
		5.2 Given an example of a major change that could occur in the community, the learner will explain the ramifications of that change.
		5.3 Having identified a role model (i.e., famous sports figure, civic leader, parent), the learner will explain how he/she would like to change it to be more like the role model.

sixth grade

CONCEPT	COMPETENCY	SAMPLE LEARNER OUTCOMES
PHYSICAL ENVIRONMENT		
	1. The learner will explain those variables which effect the climate of a region.	1.1 Given three countries of the same distance from the equator but of differing climates, the learner will identify those variables which explain the difference (i.e., altitudes distance from ocean, proximity to a mountain range, ocean currents, and wind currents).
		1.2 Given data on a mystery country (has fishing, industry, terrace farming, etc.), the learner will draw conclusions concerning the type of terrain and climate.
	2. The learner will evaluate environmental alterations.	2.1 Given a list of resources which are scarce, the learner will list several alternative items/processes which may be utilized in dealing with the scarcity.
		2.2 Having identified alternative ways of solving an environmental need, the learner will evaluate the list for the best solution(s).
Interdependence	3. The learner will explain the spaceship earth allegory.	3.1 Given the pretend situation of a "spaceship" trip, the learner will devise a plan for allocation of supplies.
		3.2 Using a brainstorming format, the learner will list attributes of the earth which resemble a spaceship.
POLITICAL ENVIRONMENT		
Social Control	1. The learner will compare sources of control in varying cultures or societies.	1.1 Given the following means of social control: (a) mores (shared expectation), (b) law, (c) tradition, (d) religion, (e) custom, and (f) habit, the learner will cite examples of these from various cultures including our own.

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Concept	Competency	Sample Learner Outcomes
		1.2 Given a specific behavior, the learner will compare the social control measure used to enforce the behavior in varying cultures.
	2. The learner will state reasons that some laws are controversial.	2.1 Given a relevant social issue, (i.e., gun control, capital punishment), the learner will report arguments for and against a particular law.
		2.2 Given a list of controversial law/rules (i.e., school, community, or nation), the learner will evaluate the rule/law according to: (a) need, (b) effectiveness, (c) fairness, and (d) enforceability.
CULTURAL ENVIRONMENT		
Controversial Groups	1. The learner will recognize that groups which exist to change society are often controversial.	1.1 Given certain controversial groups (i.e., Klu Klux Klan, American Nazi Party, Ban the Bomb, gun control groups, N.O.W., consumer groups), the learner will explain the goals of each.
		1.2 Given a list of controversial groups, the learner will infer reasons each group may be controversial.
		1.3 Given a list of several cultural changes, the learner will evaluate the impact of controversial groups of the past on each (i.e., Suffagettes, Sons of Liberty, unionization).
Stereotypes	2. The learner will recognize the fallacy of stereotypic statements.	2.1 Having discussed the definition of stereotypes, the learner will construct a list of common stereotypes (i.e., hard hat, garden club member, housewife, senior citizen, teenager).

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Concept	Competency	Sample Learner Outcomes
		2.2 After having created a collage, chart, or story about a common stereotype (athlete, lawyer, teacher, mother), the learner will identify examples that prove the stereotype inaccurate.
		2.3 Given a hypothetical description of a person (i.e., lawyer who's a karate expert and is female), the learner will explain the conflict of the situation.
Custom	3. The learner will recognize that personal values, attitudes, and practices are a reflection of the culture in which one lives.	3.1 Given customs that are unusual to the learner (see 3.3), the learner will identify values with which the customs may conflict.
		3.2 Given customs that are unusual to the learner (Arabs eating from a common pot, women walking behind men, dueling, arranged marriages), the learner will identify possible cultural values or situations which may have led to the custom.
		3.3 Given a list of common cultural needs (i.e., child rearing, care of aged, marriage ceremony, funeral rites), the learner will compare these with several cultures including his/her own.
Status	4. The learner will evaluate the status role in a society.	4.1 Having discussed the definition of status, the learner will list those jobs that have high and low status.
		4.2 Given a job list of high and low status, the learner will describe possible attributes that give that particular job status (doctor=smart/helping people/money/office job; baseball player=visibility/travel/money/good looking wife).

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Concept	Competency	Sample Learner Outcomes
		4.3 Given "status" attributes of various jobs, the learner will evaluate the underlying values of our culture that give certain positions status.
Cultural Change	5. The learner will identify the phenomena of cultural change and stability.	5.1 Using several current media resources, the learner will list changes taking place in society today.
		5.2 Given various social changes taking place today, the learner will present the argument for stability rather than change.
		5.3 Given various current social changes, the learner will present the argument for these changes.
		5.4 Given several cultural changes (i.e., breakdown of family etc.), the learner will describe the impact that science and technology has had on these changes.
ECONOMIC ENVIRONMENT		
Natural Resources	1. The learner will name and locate major world natural resources.	1.1 Given a world map and a list of major natural resources (coal, bauxite, iron ore, petroleum, etc.), the learner will designate areas that have large quantities of the resource.
		1.2 After teacher discussion and appropriate research, the learner will identify eight to ten natural resources on which our country is most dependent.
Interdependence	2. The learner will explain the concept of world economic interdependence.	2.1 Having discussed the concept of interdependence, the learner will give several examples of how his/her family is economically dependent upon other areas of the world.

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Concept	Competency	Sample Learner Outcomes
	3. The learner wil recognize that Americans are becoming increasingly interdependent.	3.1 Given appropriate background information, the learner will compare the dependence of American families in the 1800's with that of today. 3.2 Given examples of several products, the learner will compare how these were obtained by a Colonial family and by a family today.
Scarcity/ Conservation	4. The learner will defend the importance of conservation of natural resources.	4.1 Having discussed the concept of scarcity, the learner will identify several products which have been limited in recent months. 4.2 Given the necessary supplies and background materials, the learner will describe how his/her family has coped with recent shortages. 4.3 Given a list of several products which are or have been limited, the learner will suggest alternative behavior or purchases (i.e., car pooling instead of single person cars; buying poultry instead of beef, etc.).
Free Enterprise System	5. The learner will compare the free enterprise system to other economic systems.	5.1 Given basic information about several economic systems, the learner will construct a chart which compares their various attributes. 5.2 Having discussed examples of economic systems, the learner will state briefly the philosophy which underlies the principles of the system.
	6. The learner will identify factors which make it difficult for underdeveloped countries to thrive.	6.1 Given several charts with statistical data (i.e., literary rate, population density, gross national product, birth rate, climate, etc.), the learner will identify factors which underdeveloped countries have in common.

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Concept	Competency	Sample Learner Outcomes
	7. The learner will identify factors which may produce economic growth in underdeveloped countries.	7.1 Given a list of underdeveloped countries, the learner will suggest ways that each may increase its standard of living.
Resources	8. The learner will compare natural, human, capital, and technological resources.	8.1 Given a chart with four columns, the learner will give examples of natural, human, capital, and technological resources.
		8.2 In a simulated situation, the learner will identify a "pretend" product and list specific natural, human, capital, and technological resources which would be used to produce it.
SOCIAL/ PSYCHOLOGICAL ENVIRONMENT		
Self-appraisal	1. The learner will work toward realistic self-appraisal.	1.1 Having identified strongly held personal values, the learner will identify circumstances when he/she may not have acted according to the value.
		1.2 Having discussed various personal attributes, the learner will compile a criteria list which others would use to evaluate him/her.
Group	2. The learner will explain how certain group values and choices have changed in the course of history.	2.1 Given information on national or group commitment, the learner will explain how the outcome could have been different (German massacre of Jews in World War II, defense of England, Christians in Rome).
Group	3. The learner will recognize that citizens acting on principles can effect change.	3.1 Having identified a valid solution to the problem, the learner will establish a group course of action to solve that problem.

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Concept	Competency	Sample Learner Outcomes
		3.2 Having identified from news media a local community problem, the learner will explain how group action is (or will) affect the solution to that problem.
	4. The learner will identify an emerging network of loyalties.	4.1 Given discussion about groups, the learner will identify groups to which he/she belongs and feels loyalty (to school, club, sports, family, community).
		4.2 Given conflict dilemmas, the learner will identify cases of conflicting loyalty (Should root for school team, but scout friends play for the other team; best friend is in another class competing for P.T.A. room award).
		4.3 Given loyalty dilemmas of the past, the learner will explain the complexity of decisions faced (Aaron Burr, Robert E. Lee, Nathan Hale).

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Concept	Competency	Sample Learner Outcomes
INFORMATION ACQUISITION		
Observation	1. The learner will demonstrate the ability to use direct observation to acquire information.	1.1 Given examples of recurring phenomenon in the child's environment (i.e., checking weather at various times of day, school absence compared to day of week, etc.), the learner will collect data on the phenomenon and hypothesize "patterns" based on the data. 1.2 Having observed a person at a particular job, the learner will describe such things as (a) physical setting, (b) characteristics of the worker (dress, uniforms), and (c) tasks performed.
Using Questions	2. The learner will demonstrate the ability to use questioning techniques as a means of acquiring information.	2.1 Having identified a particular job in which the learner is interested, the learner will devise a questionnaire that identifies positive and negative aspects of the job. 2.2 Having identified several questions that will be asked in a survey situation, the learner will evaluate these according to (a) tact, (b) relevancy, and (c) clarity. 2.3 Given the results of a survey, questionnaire, etc. (estimates which are based on a sample of the total population), the learner will decide whether a given quantity of response is sufficient to answer a given question.
Using Prepared Sources	3. The learner will demonstrate the ability to use prepared sources as a way of acquiring information.	3.1 Given a research topic, the learner will identify four to five sources (other than library sources) from which the information may be gained.

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Concept	Competency	Sample Learner Outcomes
		3.2 Given a discussion of abstract concepts (i.e., loyalty, nationalism, etc.), the learner will cite examples of other abstract concepts.
Inferring	4. The learner will demonstrate the ability to go beyond information that is given and report the inferences that are implied.	4.1 Given two different maps of the same area (product-rainfall; population-vegetation), the learner will identify inferences based on facts.
		4.2 Given data charts (statistical information on nations, states, regions), the learner will make inferences (based on evidence) about basic characteristics of the area.
Hypothesizing	5. The learner will demonstrate a growing capacity to develop hypotheses that are testable.	5.1 Given a current issue being studied, the learner will hypothesize the outcome (i.e., court decision, national event).
		5.2 Given information on a problem situation (increased vandalism in the school), the learner will suggest hypotheses of the causes and suggest ways the hypotheses could be tested.
Imagining	6. The learner will demonstrate a growing capacity to use his/her imagination in proposing alternatives.	6.1 Given a situation (imagine making some change in the natural scheme of things on the planet), the learner will write about the potential effects of this change.
Evaluating	7. The learner will demonstrate a growing capacity for evaluative thought.	7.1 Given a situation involving different parties (extraction of oil from a given site-evaluate the viewpoints of the conservationists and fuel consumer), the learner will explain how a given action may affect people differently.

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Concept	Competency	Sample Learner Outcomes
		3.2 Given several sources which have been collected from outside agencies, the learner will organize and index these items into a usable resource file.
INFORMATION PROCESSING		
Comparing	1. The learner will demonstrate the ability to make comparisons.	1.1 Given several examples of countries today with low standards of living, the learner will make comparisons of population, transportation, mortality rate, etc.
		1.2 Given examples of several countries which were once world powers, the learner will compare them according to (1) geographic location, (2) length of power, (3) form of government, and (4) source of power.
Classifying	2. The learner will demonstrate the ability to classify information according to selected criteria.	2.1 Given information on types of government, ways of making a living, geographic features, etc., of nations under study, the learner will sort and classify the information into multiple groups and label the groups identified.
		2.2 Given a specific set of information (inventions, wars, etc.), the learner will arrange the information along a continuum from earliest to latest.
Conceptualizing	3. The learner will demonstrate a growing capacity to think conceptually.	3.1 Given a unit of study recently completed, the learner will extract a specified number of major concepts from the unit and use them as topic headings for an outline on the unit.

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Concept	Competency	Sample Learner Outcomes
		7.2 Given a discussion on individual differences and personal worth, the learner will develop a set of criteria by which he/she would like to be evaluated as a student/as a person/as a citizen, etc.
SELF-MANAGEMENT		
Egocentrism	1. The learner will demonstrate decreasing egocentric perceptions of the world.	1.1 Given the growth of labor unions (or other controversial groups), the learner will express the point of view toward the right to strike held by union member, employer, shoppers, taxpayers, etc. 1.2 Given a discussion of abstract concepts (i.e., honesty, loyalty good citizenship, etc.), the learner will give examples to show how the concepts may be interpreted differently. 1.3 When debating proposed changes in laws governing fishing in international water, the learner will state the position that considers the welfare of nations other than his/her own.
Ethnocentrism	2. The learner will demonstrate decreasing ethnocentrism perceptions of the world.	2.1 Given a unit on the problems of some familiar group (i.e., senior citizens), the learner will use research, interviews, etc., to develop a plan for helping solve the group's problems in the immediate area. 2.2 When evaluating alternative historical accounts, the learner will be able to distinguish an unbiased account from an obviously biased version.

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Concept	Competency	Sample Learner Outcomes
		2.3 When participating in a simulation of community action, the learner will vote on approving a park for a neighborhood in which they don't live, even though its approval would mean that real estate taxes in all residential areas would be raised.
Stereotypic Perceptions	3. The learner will demonstrate decreasing stereotypic perceptions of the world.	3.1 After viewing a film about a given society, the learner will describe the culture in terms of statements which are tentative rather than stereotypic.
		3.2 Given discussion of stereotypic representations, the learner will cite examples of stereotypes on TV shows.
Empathy	4. The learner will demonstrate the ability to empathize with other individuals and situations.	4.1 Given instructions for compiling a list (i.e., some groups in America that face severe problems), the learner will come up with a list, then select one of the groups for individual research, reports, or media presentation to the class.
		4.2 The learner will interview an adult (i.e., school principal city mayor, businessman) about the problems and advantages of the job, then report findings to the class.
		4.3 After studying the votes of the state legislators, the learner will role play members and identify the reasoning for and values behind their votes.

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Concept	Competency	Sample Learner Outcomes
Change	5. The learner will demonstrate constructive attitudes toward change.	5.1 Given several categories of items (i.e., clothing styles or fabrics; heating appliances; forms of transportation, etc.), the learner will propose/design a change in existing models that would represent an improvement. 5.2 Having identified a change that originated in the school setting, the learner will devise and plan actions for fostering that change. 5.3 Having devised a plan of action for a specific school change, the learner will identify the positive and negative implication of the plan.
Conflict	6. The learner will increasingly deal with conflict in a constructive manner.	6.1 Given local news sources, the learner will identify the issues and interests involved in the different positions of two opposing sides of the controversy. 6.2 Given a unit of study involving conflict (i.e., war religious conflict, union strike, etc.), the learner will suggest ways the difficulty could have been avoided by reasonable action.

EPILOGUE

"It is the supreme art of the teacher to awaken joy in creative expression and knowledge."

— Albert Einstein